

"Clustered" Competencies for INTENSIVE SPECIAL EDUCATION TEACHER

You are responsible for meeting all of the knowledge and performance standards and additional requirements for this endorsement. To assist you in writing to the knowledge and performance standards, they have been grouped or "clustered" into the following topical areas. These areas are incorporated in the scoring rubric for this endorsement. Please write to these "clustered" competencies.

Knowledge and Performance Standards – Foundations:

- F 1 Knowledge of typical and atypical early childhood through adult development and ability to apply this knowledge to all aspects of special education practice
- F 2 Knowledge of the interaction of primary language, culture, and familial background with an individual's special needs
- F 3 Knowledge of and ability to perform the key roles of the special educator within the educational support system
- F 4 Knowledge of the philosophical, ethical, historical, and legal foundations of special education
- F 5 Knowledge of current state and federal laws, regulations, and procedures governing the referral; identification/evaluation; eligibility determination; IEP development, implementation, and monitoring; and placement of students with severe and multiple disabilities

Knowledge and Performance Standards – Program Development/Consultation/Collaboration:

- PCC 1 Knowledge of and ability to implement models and skills for effective special education consultation and collaboration
- PCC 2 Knowledge of family systems theory and ability to implement family centered practice
- PCC 3 Ability to develop Individual Education Plans (IEPs) that incorporate a variety of data and multiple perspectives on the strengths and needs of the student with severe and multiple disabilities and that define authentic, observable, measurable, and sequenced short- and long-term objectives and benchmarks
- PCC 4 Knowledge of and ability to incorporate local, state, and community resources and systems of care to support students with severe and multiple disabilities and their families
- PCC 5 Guidelines for making related service decisions and ability to facilitate coordinated services for students with severe and multiple disabilities and their families
- PCC 6 Ability to support classroom teachers in accommodating students with severe and multiple disabilities, including the design and delivery of effective training programs for educational staff

Knowledge and Performance Standards – Assessment:

- A 1 Knowledge of and ability to facilitate the comprehensive special education evaluation process
- A 2 Knowledge of measurement theory and practice

- A 3 Knowledge of and ability to apply appropriate screening and assessment measures and to interpret reports from specialized service providers, in order to identify learning and/or developmental difficulties and strengths, establish eligibility for services, and design effective individualized instruction
- A 4 Knowledge of and ability to enable the participation of students with severe and multiple disabilities in all local and statewide assessments through accommodations and/or alternative assessment methods

Knowledge and Performance Standards – Severe and Multiple Disabilities/Specialized Instruction/Interventions:

- DSI 1 Knowledge of the characteristics of severe and multiple disabilities stipulated in state law, and impacts of these severe and multiple disabilities on educational performance, including knowledge of medical and health-related conditions
- DSI 2 Knowledge of and ability to appropriately select and implement a wide variety of community-referenced, research-based specialized curricula, instructional practices, and curriculum-based assessments, adaptations, and accommodations and supports to enable students with severe and multiple disabilities to function in integrated community environments and to progress in the general education curriculum
- DSI 3 Knowledge of and ability to implement transition planning strategies and community-based learning strategies in order to promote communication, self-directed learning, self-confidence, life skills, and academic achievement of students with severe and multiple disabilities
- DSI 4 Ability to integrate specialized therapeutic services into ongoing curriculum and classroom practice
- DSI 5 Knowledge of and ability to implement proactive and non-aversive behavior management strategies
- DSI 6 Ability to design and implement friendship and advocacy support systems in the regular classroom for students with severe and multiple disabilities
- DSI 7 Knowledge of and ability to facilitate maintenance and generalization of skills across environments

Knowledge and Performance Standards – Foundations of Basic Skill Areas:

- FBS 1 Knowledge of the processes, principles, and dimensions of communication and language acquisition, including the impact of severe and multiple disabilities and emotional and cultural factors on communication, language development, and the acquisition of reading and writing
- FBS 2 Knowledge of the purposes and systems of language, and the relationship of the systems of language to the reading and writing processes
- FBS 3 Knowledge of reading as the process of constructing meaning from symbols
- FBS 4 Knowledge of the development of mathematical thinking and reasoning, and their application to life skills
- FBS 5 Typical and atypical social/emotional, psychological, and cognitive development as they relate to severe and multiple disabilities

FBS 6 Typical and atypical communicative, cognitive, sensory and motor skill development as they relate to the development of personal care, socialization, vocational, recreation and leisure, community participation, and domestic skills

FBS 7 Typical and atypical sensory and motor development; functioning issues associated with various common disabilities; relationship of sensory and motor functioning to learning, classroom behaviors, and demonstration of competence in academic and non-academic tasks

Additional Requirements:

Baccalaureate degree with a recommendation for licensure as an intensive special education teacher, or a minimum of 24 credits in the education of students with severe and multiple disabilities.

A minimum of a practicum, or the equivalent, in the teaching of students with severe and multiple disabilities.